

**TENNESSEE PLAN FOR IMPLEMENTING
THE TEACHER AND PARAPROFESSIONAL
QUALITY PROVISIONS OF THE
NO CHILD LEFT BEHIND ACT OF 2001**



TENNESSEE STATE DEPARTMENT OF EDUCATION

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COMMISSIONER**

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**TENNESSEE PLAN FOR IMPLEMENTING THE TEACHER AND
PARAPROFESSIONAL QUALITY PROVISIONS OF THE
NO CHILD LEFT BEHIND ACT OF 2001**

Changes Since 5-02-03 Approved Version

The following changes have been made in the state plan since the 5-02-03 approved plan was released. These changes have been highlighted in the document. If an entire section has been modified or added, only the title of the section has been highlighted.

Page No.	Change
4	Section regarding Middle Grades Subject-Specific Tests has been modified to reflect completion of the test adoption process and inclusion of passing scores.
4-6	Section regarding Evaluation Option has been expanded to include descriptions of the three HOUSSE options currently under development.
8-9	Section regarding Other Remaining Challenges: Notations added to reflect status of some issues.
10	Appendix A: The Middle School: Content Knowledge test (0146) has been added as a test option for elementary teachers. This appendix also has been expanded to include passing scores in Part 2.
12-13	Appendix A (Part 2): New section added that includes passing scores for all tests listed in Appendix A.
17	Appendix D: Anatomy and Physiology has been added to the substitute credit course list. Also includes a modification under the core subject column for Principles of Technology I & II.
19	Documents Section: New section added that contains form and instructions for the Professional Matrix.

**Tennessee Plan for Implementing the Teacher and Paraprofessional Quality Provisions of
the *No Child Left Behind Act* of 2001
August, 2003**

The federal No Child Left Behind (NCLB) Act of 2001 requires that all teachers teaching in core academic subject areas must be highly qualified no later than the end of the 2005-06 school year. The core academic subject areas are defined as English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. While the federal statute provides a broad definition of the term *highly qualified* that applies to all public elementary or secondary teachers (must be fully licensed in the state with no licensure requirements waived), it specifically defines the requirements in relation to grade level (elementary, middle and secondary) and experience (new to the profession or existing teachers that are not new to the profession). For each grade level, the law requires that teachers demonstrate competency in the applicable subject areas and outlines multiple mechanisms for demonstrating their competency. This plan provides guidance in applying these requirements to Tennessee teachers.

One of the provisions of the NCLB Act is the qualifications of teachers and paraprofessionals with major emphasis on teacher quality as a factor in improving student achievement. The Tennessee plan for implementing the federal requirements outlined in the NCLB Act, presented herein, represents the state's on-going efforts to apply the federal requirements to Tennessee teachers. The State Department of Education (SDE) will continue to add clarification to the plan as needed as well as to pursue other options that will satisfy the requirements of NCLB beyond those outlined here. The Tennessee plan should be viewed as a working document that will be updated and refined as the state continues to implement the federal law.

TEACHERS

Timeline for Compliance

The highly qualified requirements of the NCLB Act apply to all public elementary and secondary teachers that teach core academic subjects. However, the timeline for implementation varies depending on the date of the teacher's employment and whether or not the teacher is working in a school or program that is supported by Title I funds.

- Teachers of core academic subjects newly hired after the first day of school in the 2002-03 school year to teach in a program supported by Title I funds (school-wide or targeted assistance), must meet the requirements upon employment.
- Teachers of core academic subjects hired after the first day of school in the 2002-03 school year to teach in a school or program that is NOT supported by Title I funds, must meet the requirements by the end of the 2005-06 school year.
- Teachers of core academic subjects hired before the first day of school in the 2002-03 school year, regardless of whether they teach in a program supported by Title I funds or not, must meet the requirements by the end of the 2005-06 school year.

The first day of school is defined as the first day that students reported based on the school system's calendar.

Definitions for Highly Qualified Teacher Requirements

Academic Major: An academic major *in the subject content area* that is verified on the college/university transcript meets the highly qualified requirement for middle and secondary teachers.

Advanced Certification or Credential: National Board Certification (NBC) by the National Board for Professional Teaching Standards is considered advanced certification. A teacher who has achieved NBC in the subject area, including an elementary teacher, is considered highly qualified.

Alternative Routes: Tennessee alternative routes include the Alternative A, Alternative C and Alternative E licenses. Teachers who are actively working on one of these alternative routes and making satisfactory progress meet the licensure requirement for being highly qualified. Teachers on alternative routes must also hold a bachelor's degree and satisfy the applicable subject content requirement to be considered highly qualified.

Arts: For the purposes of NCLB, music and art represent the core academic subjects for the arts. A teacher in grades K-8 who teaches music or art the major portion of the day must meet the highly qualified requirement for music or art. A teacher in grades K-8 who teaches music or art as a part of their basic curriculum responsibilities does not need to meet the requirement for the arts.

Coursework Equivalent of an Academic Major: Twenty-four (24) semester hours is the equivalent of an academic major. (Divide quarter hours by 1.5 to translate quarter hours to semester hours.)

Fully Licensed: A teacher who holds an apprentice, professional, out-of-state, or alternative license is considered fully licensed to teach in Tennessee. For a detailed description of these licenses, go to http://www.state.tn.us/education/lic_kind.htm.

Graduate Degree: A graduate degree *in the content area* (not a degree in education or administration) satisfies the highly qualified requirement for middle and secondary teachers.

Middle Grades: Middle grades are defined as grades 7 and 8 for the purposes of determining highly qualified. Teachers of core academic subjects for grades 7-8 must meet the highly qualified requirements for middle grades teachers.

New to the Profession: Teachers who are new to the profession are those teachers who were hired for the first time in a Tennessee public school after the first day of school in the 2002-03 school year. A teacher who enters a Tennessee public school system with teaching experience from another public school system, an approved private school, or another state is not considered new to the profession.

Portable Highly Qualified Status: The highly qualified status is portable across Tennessee school systems. If a teacher achieves highly qualified status in a core academic subject area(s) in one school system, the highly qualified status carries over (for same content area) if the teacher transfers to another Tennessee public school system. The state will also accept the highly qualified status for out-of-state teachers (with documentation) seeking Tennessee licensure.

Options for Meeting the Requirements

The requirements for licensure and endorsement in Tennessee are separate from the requirements for highly qualified in that it is currently possible to be licensed and not meet the highly qualified requirements of the NCLB Act. For example, a teacher who holds a K-8 license who teaches mathematics in grade 8 may not meet the highly qualified definition to teach 8th grade mathematics unless the teacher demonstrates subject area competency required for middle grades. It is further possible to be considered highly qualified in an area and not be endorsed to teach in the area. For example, a high school teacher licensed to teach biology who also teaches mathematics (but does not hold the mathematics endorsement) may be considered highly qualified to teach mathematics if the teacher has taken 24 semester hours of college level mathematics courses. However, it is important to note that based on Tennessee teacher licensure requirements, as of September 1, 2004, all newly licensed teachers who are assigned to teach in their area(s) of endorsement (except those teaching in grades 7 or 8) will meet the NCLB highly qualified requirements. The standards setting process needed for teachers required to take the reading test for licensure will be completed at that time.

The options for meeting the highly qualified requirements vary depending on whether the teacher is new to the profession or is an existing teacher who is not new to the profession. The options further vary based on the grade level being taught (elementary, middle, or secondary).

Highly Qualified Elementary Teachers (K-6)

A highly qualified elementary teacher (K-6) who is **new** to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's degree, and has passed one of the Praxis teacher licensure tests designated on the test options list (see Appendix A) for the assigned teaching area.

A highly qualified **existing** elementary teacher (K-6) who is not new to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's degree, and has:

- passed one of the NTE or Praxis teacher licensure tests designated on the test options list in Appendix A, or
- achieved National Board Certification at the elementary level, or
- demonstrated competence in reading, writing, mathematics and other areas of basic elementary school curriculum via a highly objective uniform state standard of evaluation (HOUSSE). (See section on Evaluation Option)

Highly Qualified Middle (7-8) and Secondary Teachers (9-12)

A highly qualified middle or secondary teacher (7-12) who is **new** to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's degree, and has demonstrated competency in each academic subject assigned to teach by having:

- passed one of the Praxis teacher licensure tests designated on the test options list in Appendix A, or
- an academic major in the subject area, or
- the coursework equivalent of an academic major (24 semester hours), or

- a graduate degree in the subject area, or
- National Board Certification in the subject area.

A highly qualified existing middle or secondary teacher (7-12) who is not new to the profession is one who is fully licensed to teach in Tennessee (including the specified alternative routes) with no licensure requirements waived, holds at least a bachelor's degree and has demonstrated competency in each academic subject assigned to teach by having:

- passed one of the NTE or Praxis teacher licensure tests designated on the test options list in Appendix A, or
- an academic major in the subject area, or
- the coursework equivalent of an academic major (24 semester hours), or
- a graduate degree in the subject area, or
- National Board Certification in the subject area, or
- demonstrated competence in all academic subject areas via a highly objective uniform state standard of evaluation. (See section on Evaluation Option)

Science and Social Studies. Middle grades (7-8) and secondary teachers (9-12) who teach science and social studies courses should refer to Appendices B and C, respectively, for further guidance related to the test and major options available for meeting the highly qualified requirements in these core areas.

Middle Grades Subject-Specific Tests. Tennessee has completed the process to adopt four Praxis middle grades subject specific tests for middle grades teachers (7-8) who choose to use the test option to meet the federal requirements. The tests and the respective minimum passing scores are listed below. Information about these tests is available on the ETS web site at <http://www.ets.org>.

Test Code	Test Name	Minimum Score
0049	Middle School English Language Arts	145
0069	Middle School Mathematics	143
0439	Middle School Science	135
0089	Middle School Social Studies	140

Substitute Core Courses. A secondary course that is offered as a substitute for a core academic course must be taught by a highly qualified teacher. A list of the applicable courses that may be substituted for a core academic course appears in Appendix D.

Evaluation Option

The NCLB Act allows all existing teachers (elementary and secondary) the option to demonstrate competency in all academic subject areas via a highly objective uniform state standard of evaluation (HOUSSE). The state is developing the specific criteria for three HOUSSE options that will meet the content requirement. The following describes each option and the status of the development efforts.

- **Framework for Evaluation and Professional Growth**
Language within the domains and various components of the Framework is being strengthened to direct more focus on the evaluation of the teacher's subject-matter knowledge in the content area as well as a more focused assessment of their teaching

skills related to the content area. Additionally, the modified Framework will address a teacher's efforts to remain current in the subject content area.

It is anticipated that the modified Framework will be presented to the SBE for first reading on October 31, 2003. This component will be incorporated into the state plan upon approval of the second reading by the SBE.

▪ **Professional Matrix**

The Professional Matrix enables teachers to accumulate "points" for a variety of professional activities and accomplishments related to the content area and teaching skills as a means to achieve highly qualified status. Using a 100-point scale, teachers may earn points in the following general areas of professional endeavor in the content area:

- Experience in the specific content area
- Positive evaluations
- College coursework
- Honors/awards/publications
- Professional leadership
- Staff/professional development

The matrix includes recency requirements for some areas with maximum point limits for each of the above broad categories.

The Professional Matrix was approved by the SBE on August 22, 2003. (See Documents Section for the Matrix and instructions)

▪ **Teacher Effect Data**

Teacher effect data which is a statistical means of estimating the teacher's impact (effect), or lack of impact on student achievement or learning, has been produced as a component of the Tennessee Value-Added Assessment System (TVAAS) since 1996. The analysis of teacher effect data uses three-year average gain comparisons: teacher vs norm, teacher vs state, and teacher vs system as an estimated measure of the teacher's effect on student learning.

TVAAS teacher effect data is available for teachers in grades four (4) through eight (8) who teach reading, language, mathematics, science and/or social studies. At the high school level, teacher effect data is currently available for the Gateway exams in Biology and Algebra I. Teacher effect data will become available for the English II Gateway as well as additional end of course assessments as soon as the necessary number of years for generating these data are completed.

By state statute (TCA 49-1-606), teacher effect data is private. Therefore, if a teacher elects to use this option to achieve highly qualified status, the actual teacher effect data will remain private. The appropriate school administrator(s) will assure the SDE that the teacher has met the criteria as outlined herein.

The estimated average gain comparisons--teacher vs norm, teacher vs state, and teacher vs system--are reported as *Above* the mean, *Below* the mean, or *Not Detectably Different (NDD)* from the mean. NDD comparison scores are within two (2) standard errors of the mean which provides a 95% level of statistical confidence.

The following criteria for teacher effect data will determine highly qualified status:

- Most recent 3-year average gain comparison using the teacher vs state
- The teacher vs state gain comparison level must be NDD from the mean or Above the mean for the state
- Teachers in self-contained classrooms (K-6) must score NDD or Above in all applicable subject areas to use this option. If the teacher scores Below the mean in any one subject area, teacher effect data may not be used for highly qualified status.
- Middle grades (7-8) and high school (9-12) teachers must meet NDD or Above in each applicable subject area. If the teacher scores Below the mean in any subject area, teacher effect data may not be used for highly qualified status in that subject area.

This option was approved by the SBE on August 22, 2003.

Highly Qualified Requirements for Special Groups of Teachers

Alternative School Teachers. Teachers in alternative schools, who are not the teachers of record for core academic subjects, do not need to meet the highly qualified requirements. Teachers in alternative schools who are the teachers of record for the core subject areas must meet the requirements. However, the state will seek further federal guidance to define more specific requirements for teachers in alternative schools.

English as a Second Language (ESL) Teacher. An individual must hold a current teaching license and hold the ESL endorsement to teach ESL in Tennessee schools. In order to meet the requirements for the NCLB Act, a highly qualified ESL teacher is one who is fully licensed to teach in Tennessee, holds at least a bachelor's degree and has demonstrated competency by having:

- passed the Praxis ESL test designated on the test options list in Appendix A, or
- the coursework equivalent of an academic major for ESL (24 semester hours which can include up to six hours in a foreign language), or
- a master's degree in English, Education, Curriculum and Instruction, or Linguistics each of which must include an area of emphasis in teaching ESL or bilingual education, or
- National Board Certification in ESL.

ESL teachers who teach core academic subjects at the middle school or secondary level as the teacher of record must meet the highly qualified requirements for each core academic subject they are assigned to teach.

Out-of-State Teacher Applicants. Out-of-state teacher applicants seeking a Tennessee teaching license must meet Tennessee licensure requirements. Tennessee will accept an out-of-state applicant's highly qualified status achieved in another state (with appropriate documentation). Out-of-state teachers who are fully licensed in another state, but who do not meet the requisite Tennessee testing requirements, will be considered highly qualified for one year during which time they must pass the required test(s).

Special Education Teachers. While special education teachers who only provide consultative services are excluded from meeting the highly qualified requirements, the Title I guidance issued in December 2002 indicates special education teachers who teach core academic subjects at the middle or secondary level, must meet the requirements. For those special education teachers

who teach core academic subjects, the U.S. Department of Education will soon issue guidance on how states can establish procedures for those teachers to demonstrate competency in the content area. The state will await further guidance and the reauthorization of the *Individuals with Disabilities Education Act (IDEA)* to define more specific requirements pertaining to special education.

Teachers Who do Not Meet Requirements for Highly Qualified Teachers

The following types of teachers do not meet the highly qualified requirements in NCLB:

- Licensed teachers on waivers for a core academic course
- Teachers on permits for a core academic course
- Teachers on Interim Licenses (except out-of-state teachers who hold a full license from another state)
- Licensed teachers teaching core academic subjects outside of their field of endorsement

An overview of the teacher quality requirements as outlined in the NCLB Act appears in Appendix E.

PARAPROFESSIONALS

The requirement that paraprofessionals be highly qualified applies only to instructional paraprofessionals who work in programs supported by Title I funds (school-wide or targeted assistance). However, all Title I paraprofessionals must, at a minimum, have a high school diploma or its recognized equivalent.

Paraprofessionals who provide instructional services must have done **one** of the following to meet the highly qualified requirements--

- completed two years of study at an institution of higher education; or
- obtained an associate's or higher degree; or
- passed a test that demonstrates knowledge of and the ability to assist in the instruction of reading, writing, and mathematics.

Timeline for Compliance

- Paraprofessionals newly hired after January 8, 2002 who work in programs supported by Title I funds (school-wide or targeted assistance), must meet these requirements upon employment.
- Paraprofessionals who were hired on or before January 8, 2002 and who work in programs supported by Title I funds (school-wide or targeted assistance), must meet the requirements by January 8, 2006.

Guidelines and Definitions for Highly Qualified Paraprofessional Requirements

- The state equates 48 semester hours (excluding remedial courses), as the equivalent of two years of college. Developmental courses may count toward the 48 hours.
- The state does not require that the coursework or associate's degree be in any specific subject or field. The nature of the coursework or degree is left to the discretion of the school system. However, the coursework must have been obtained from an accredited institution of higher education.
- The SDE has collaborated with the Tennessee Board of Regents (TBR) in the development of an on-line associate's degree program for paraprofessionals. Information about the on-line degree is on the TBR web site at <http://www.tn.regentsdegrees.org/>.
- Tennessee has adopted the ParaPro Assessment as the statewide test for paraprofessionals. The ParaPro was developed by Educational Testing Service (ETS) to satisfy the test option for paraprofessionals. Information about this test is available on the ETS web site at <http://www.ets.org/parapro>.
- The Tennessee passing score for the ParaPro Assessment is 456.
- All paraprofessionals newly hired after January 8, 2002 who have not completed two years of college or do not hold an associate's degree or higher, must pass the ParaPro test prior to being re-hired in a Title I school or program for the 2003-04 school year.
- Paraprofessionals may take the ParaPro test in two different settings. They can register for the paper and pencil version with ETS, or school districts can order the on-line version for their paraprofessionals to take on site. The cost for either version of the test is \$40 (no registration fee).
- A study guide for the ParaPro is available and can be ordered from the ETS web site above or by calling 800-537-3161. The cost of the study guide is \$25.
- Aides that are working as translators or parent liaisons do not need to meet these requirements. However, all paraprofessionals, including translators and parent liaisons, must now have, at a minimum, earned a secondary school diploma or its recognized equivalent.
- The highly qualified status will be portable across school systems.

Other Remaining Challenges

While this plan outlines the state's on-going approach to comply with the NCLB Act, a multitude of challenges remain to facilitate the implementation of the plan. The state will update the implementation plan as needed as the department continues to address the remaining issues. The following are some of the known challenges that remain.

- Establish the baselines for reporting progress toward meeting the highly qualified requirements for teachers and paraprofessionals (in progress)
- Explore other options for ways in which teachers may satisfy the highly qualified requirements (on-going)

- Determine methodology to document how teachers and paraprofessionals met the highly qualified requirements (in progress)
- Update the technology used to support the teacher licensure file to facilitate record keeping
- Determine methodology and responsibility for transcript evaluation for those that choose to use coursework to meet the requirements
- Consider changing the elementary K-8 endorsement to a K-6 endorsement for future teacher preparation (development of standards for K-6 license in progress)
- Revise licensure test requirements for middle grades teachers to include a subject-specific test to facilitate meeting the highly qualified requirement upon licensure. (The middle grades tests are now in place for highly qualified status. No decision has been made at this time to require the middle grades tests for licensure or endorsement.)

APPENDIX A

Test Options for Demonstrating Subject Area Competency to Meet Highly Qualified Requirements for NCLB

Some currently licensed teachers may wish to demonstrate their subject matter competence by taking a test. If so, the following tests will serve to meet the highly qualified requirements of the NCLB Act.

Note that this list contains some tests that are no longer in existence as well as tests that are no longer valid for use in Tennessee. Therefore, Tennessee teachers may not take such tests presently to meet the requirements. However, teachers may use passing scores from any test on the list that was valid at the time the test was taken, even if the test was taken prior to the time that the state required the test for licensure in Tennessee.

Where multiple tests are listed for a subject area, the test in bold is the required current test option when no other test has already been taken. The applicable passing score(s) for each test is included in Appendix A (Part 2).

<i>Passing any <u>one</u> test for the subject area will satisfy the highly qualified requirement.</i>		
Subject Area	Test Code	Test Title
Art K-12	0133 0130	Art: Content Knowledge Art Education
Biology 7-12	0235 0230 0231	Biology: Content Knowledge Biology Biology: Content Knowledge, Part 1
Chemistry 7-12	0245 0240 0241	Chemistry: Content Knowledge Chemistry Chemistry: Content Knowledge
Early Childhood Education PK-4	0014 0011 0010	Elementary Education: Content Knowledge Elementary Education: Curriculum, Instruction, & Assessment Education in the Elementary School
Reading only	0201 or 0014	Reading Across Curriculum: Elementary OR Elementary Education: Content Knowledge
Earth Science 7-12	0571 0570 0431	Earth Science: Content Knowledge Earth/Space Science General Science: Content Knowledge, Part 1
Economics 7-12	0910	Economics
Elementary Education K-6	0014 0010 0011 0146 0510 & 0500	Elementary Education: Content Knowledge Education in the Elementary School Elementary Education: Curriculum, Instruction, & Assessment Middle School: Content Knowledge NTE Core Battery: General Knowledge and Communications Skills
Reading only	0201 or 0014	Reading Across Curriculum: Elementary OR Elementary Education: Content Knowledge
English 7-12	0041 0040	English Language, Literature, Composition: Content Knowledge English Language and Literature
English as a Second Language	0360	Teaching English as a Second Language
Geography 7-12	0920	Geography
Government & Civics 7-12	0930	Government/Political Science
History 7-12	0940	World and U.S. History

Subject Area	Test Code	Test Title
Languages: French	0173 0170	French: Content Knowledge French
German	0181 0180	German: Content Knowledge German
Latin	0600	Latin
Spanish	0191 0190	Spanish: Content Knowledge Spanish
Mathematics 7-12	0061 0060	Mathematics: Content Knowledge Mathematics
Middle Grades 7-8: English/Lang Arts Mathematics Science	0049 0069 0439 0431 0432	Middle School English Language Arts Middle School Mathematics Middle School Science General Science: Content Knowledge, Part 1 General Science: Content Knowledge, Part 2
Social Studies	0089 0080	Middle School Social Studies Social Studies (also acceptable for secondary teachers)
Reading only	0201 or 0049	Reading Across Curriculum: Elementary OR Middle School English Language Arts Note: The equivalent secondary subject specific test is also acceptable. See Appendix B and Appendix C for additional guidance regarding the science and social studies areas, respectively.
Music K-12	0113 0110	Music: Content Knowledge Music Education
Physical Science 7-12	0245 0240 0241 0265 0260 0261 0431 0432	Chemistry: Content Knowledge Chemistry Chemistry: Content Knowledge Physics: Content Knowledge Physics Physics: Content Knowledge General Science: Content Knowledge, Part 1 General Science: Content Knowledge, Part 2
Physics 7-12	0265 0260 0261	Physics: Content Knowledge Physics Physics: Content Knowledge

APPENDIX A (PART 2)

Applicable Test Scores for Demonstrating Subject Area Competency to Meet Highly Qualified Requirements for NCLB

The following test scores apply when the test option is used to meet the highly qualified requirements in NCLB. Refer to Appendix A to determine the test that satisfies the highly qualified requirement for the grade/core subject area being taught. Individuals seeking information about tests and score requirements for licensure and endorsement should refer to the guidelines at http://www.state.tn.us/education/lic_nte.htm.

The **start date** indicates the initial effective date of the passing score for the respective test in Tennessee. The **end date** indicates the last effective date for the score. Please note that some tests have more than one passing score. **Regardless of the start/end date for a test score, if a teacher took any test listed below, the test may be used for highly qualified status as long as a passing score was achieved.** The following guidelines should be used to determine the appropriate passing score.

- If the teacher took the test at any time during the listed start/end dates, the score in effect at the time applies. For example: Teacher A took test 0010 in March 1993. The applicable passing score for this teacher is 520.
- If the teacher took the test prior to the initial use of the test in TN, the earliest required score applies. For example: Teacher B took test 0010 in June 1985. The applicable passing score for this teacher is 490.
- If the teacher took the test after the test was no longer being used in TN (end date), the last required score applies. For example: Teacher C took test 0010 in Nov. 1998. The applicable passing score for this teacher is 520.
- If the teacher took the test during the period when no minimum (NM) score was required for licensure or endorsement, the initial score established for the test applies for highly qualified status. For example: The 0014 test was implemented with NM score during 9/1/01 – 8/31/03. The passing score of 140 becomes effective 9/1/03. Teacher D took 0014 in Sept. 2002. The applicable passing score for this teacher is 140.

Test Code	Test Title	Start Date	End Date	Passing Score
0010	Education In The Elementary School	9/1/1987	8/31/1992	490
0010	Education In The Elementary School	9/1/1992	8/31/1998	520
0011	Elementary Education: Curriculum, Instruction, and Assessment	9/1/1998	current	159
0014	Elementary Education: Content Knowledge	9/1/2001	current	140
0040	English Language and Literature	9/1/1987	8/31/1992	480
0040	English Language and Literature	9/1/1992	8/31/1995	510
0041	English Language, Literature, Composition: Content Knowledge	9/1/1995	current	157
0049	Middle School English Language Arts	8/22/2003	current	145
0060	Mathematics	9/1/1987	8/31/1991	520
0060	Mathematics	9/1/1991	8/31/1995	540
0061	Mathematics: Content Knowledge	9/1/1995	current	136
0069	Middle School Mathematics	8/22/2003	current	143
0080	Social Studies	9/1/1987	9/1/1992	490
0080	Social Studies	9/1/1992	9/1/1993	520
0089	Middle School Social Studies	8/22/2003	current	140
0110	Music Education	9/1/1987	8/31/1998	480
0113	Music: Content Knowledge	9/1/1998	current	150
0130	Art Education	9/1/1990	8/31/1998	530
0133	Art: Content Knowledge	9/1/1998	current	150
0146	Middle School: Content Knowledge	9/1/2000	current	150
0170	French	9/1/1987	8/31/1991	490
0170	French	9/1/1991	8/31/1998	520
0173	French: Content Knowledge	9/1/1998	current	160
0180	German	9/1/1987	8/31/1988	470
0181	German: Content Knowledge	9/1/1998	current	139

Test Code	Test Title	Start Date	End Date	Passing Score
0190	Spanish	9/1/1987	8/31/1992	480
0190	Spanish	9/1/1992	8/31/1995	490
0191	Spanish: Content Knowledge	9/1/1995	current	152
0201	Reading Across Curriculum: Elementary	9/1/2003	current	153
0230	Biology	9/1/1989	8/31/1995	420
0231	Biology: Content Knowledge, Part 1	9/1/1995	8/31/2002	146
0235	Biology: Content Knowledge	9/1/2002	current	148
0240	Chemistry	9/1/1987	8/31/1995	400
0241	Chemistry: Content Knowledge	9/1/1995	8/31/2002	136
0245	Chemistry: Content Knowledge	9/1/2002	current	152
0260	Physics	9/1/1987	8/31/1995	400
0261	Physics: Content Knowledge	9/1/1995	8/31/2002	124
0265	Physics: Content Knowledge	9/1/2002	Current	144
0360	Teaching English as a Second Language	9/1/1999	Current	530
0431	General Science: Content Knowledge, Part 1	9/1/1995	Current	138
0432	General Science: Content Knowledge, Part 2	9/1/1995	12/28/2001	136
0439	Middle School Science	8/22/2003	current	135
0500	NTE Core Battery: Communication Skills	9/1/1984	8/31/1986	640
0500	NTE Core Battery: Communication Skills	9/1/1986	8/31/1987	644
0500	NTE Core Battery: Communication Skills	9/1/1987	8/31/1991	647
0500	NTE Core Battery: Communication Skills	9/1/1991	4/13/1998	651
0510	NTE Core Battery: General Knowledge	9/1/1984	8/31/1986	637
0510	NTE Core Battery: General Knowledge	9/1/1986	8/31/1987	640
0510	NTE Core Battery: General Knowledge	9/1/1987	8/31/1991	644
0510	NTE Core Battery: General Knowledge	9/1/1991	4/13/1998	647
0570	Earth/Space Science	9/1/1990	8/31/1996	470
0570	Earth/Space Science	9/1/1996	8/31/1998	520
0571	Earth Science: Content Knowledge	9/1/1998	8/31/2002	144
0571	Earth Science: Content Knowledge	9/1/2002	current	146
0600	Latin	9/1/1991	current	540
0910	Economics	9/1/1990	current	530
0920	Geography	9/1/1990	current	520
0930	Government/Political Science	9/1/1990	current	560
0940	World and U.S. History	9/1/1990	current	490

APPENDIX B

Science: Highly Qualified Guidance

The following sciences are considered core academic subjects in Tennessee for purposes of NCLB: biology, chemistry, earth science, physics, and physical science. The state will consider individuals highly qualified for the purposes of meeting the content requirements of NCLB if they meet **one** of the following options:

1. Test Option.

- a. High School. Teachers are considered highly qualified to teach in grades 9-12 if they pass the NTE or Praxis examination in the subject(s) they teach. Teachers of physical science are considered highly qualified if they pass any one of the following NTE or Praxis examinations: chemistry, physics, or general science.
- b. Middle Grades. Science at the middle grades level has a broad-field emphasis in the areas of life, earth, and physical science. Teachers are considered highly qualified to teach any science in grades 7-8 if they pass any one of the following NTE or Praxis examinations: middle grades science or secondary tests in general science, biology, chemistry, physics, or earth science.

Note: Please refer to the detailed test list for the specific acceptable tests for all core subject areas.

2. Major Option.

- a. High School. Teachers of biology, chemistry, physics, and earth science are considered highly qualified if they have a major or have the equivalent of a major (24 hours) in the subject(s) they teach. Teachers of physical science are considered highly qualified if they have a major or the equivalent (24 hours) in physics or chemistry, or 24 hours combined in physics and chemistry.
- b. Middle Grades. Science at the middle grades level has a broad-field emphasis in the areas of life, earth, and physical science. Therefore, new teachers seeking to become highly qualified in middle grades sciences should focus their course taking on these areas. Teachers are considered highly qualified to teach any of the science areas in grades 7-8 if they have a major or the equivalent (24 hours) in biology, chemistry, physics, earth science or broad-field coverage in life, earth and physical science.

3. Graduate Degree in the content area.

4. Advanced Certification or Credential. National Board Certification (NBC) in the content area, including broad-field.

5. Evaluation Option. The evaluation option is available only to existing teachers. Teachers are considered highly qualified if they demonstrate competence in the subject matter based on a highly objective uniform state standard of evaluation. This option is under development by the state. (See section on Evaluation Option)

Note: A course that a school system offers as a substitute for a core academic area must be taught by a highly qualified teacher (i.e. Biology for Technology may substitute for Biology). See Appendix D for guidance on Substitute Credit Courses.

APPENDIX C

Social Studies: Highly Qualified Guidance

The following social studies areas are considered core academic subjects for NCLB: history, geography, economics, and government and civics. The state will consider individuals highly qualified for purposes of meeting the content requirements of NCLB if they meet **one** of the following options:

1. Test Option.

- a. High School. Teachers are considered highly qualified to teach in grades 9-12 if they pass the NTE or Praxis examination in the subject(s) they are teaching: history, geography, government, and economics, or the broad-field social studies test (if previously taken).
- b. Middle Grades. Social studies at the middle grades level is focused on history and geography. Teachers are considered highly qualified to teach in grades 7-8 if they pass any one of the following NTE or Praxis examinations: middle grades social studies or secondary tests in social studies, history, or geography.

Note: Please refer to the detailed test list for the specific acceptable tests for all core subject areas.

2. Major Option. Teachers are considered highly qualified if they have a major or have the equivalent of a major (24 hours) in any **one** of the following:

- a. History
- b. Geography
- c. Government and Civics
- d. Economics
- e. Social studies, including any combination of courses in history, geography, economics, and government and civics (see minimum hour requirements below to teach a specific subject in high school).

In addition, if a teacher has a major (or the equivalent) in one of the above areas:

- a. High School. To be considered highly qualified to teach another subject, teachers must have at least 18 hours in history to teach history, 9 hours in geography to teach geography, 9 hours in economics to teach economics, and 9 hours in government and civics to teach government to be considered highly qualified.
- b. Middle Grades. Social studies at the middle grades level is focused on history and geography. Therefore, new teachers seeking to become highly qualified in middle grades social studies should focus their course taking on history and geography. To be considered highly qualified to teach another subject, middle grades teachers must have the equivalent of a major (24 hours) in one of the five enumerated majors above to teach in either grade 7 or 8.

3. Graduate Degree in the content area.

4. Advanced Certification or Credential. National Board Certification (NBC) in the content area, including broad-field.

- 5. Evaluation Option.** The evaluation option is available only to existing teachers. Teachers are considered highly qualified if they demonstrate competence in the subject matter based on a highly objective uniform state standard evaluation. This option is under development by the state. (See section on Evaluation Option)

Note: A course that a school system offers as a substitute for a core academic area must be taught by a highly qualified teacher (i.e. Business Economics may substitute for Economics). See Appendix D for guidance on Substitute Credit Courses.

Appendix D

Substitute Credit Courses: Highly Qualified Guidance

The following courses may be offered either as an elective or as a substitute for a core academic course. A course that a system offers as a ***substitute for a core academic course*** must be taught by a highly qualified teacher in the core subject area. For example, if Applied Communications is offered as a substitute for English III, the teacher must be highly qualified to teach English. The teacher does not need to meet the highly qualified requirement if the substitute course listed below is only offered as an elective.

Note: So as not to impact those juniors and seniors currently in the pipeline, the requirement that teachers of substitute core academic courses be highly qualified does not take effect until the beginning of the 2004-05 school year. However, school systems should take this requirement into consideration now when hiring new teachers that may be assigned to teach a substitute credit course. The guidelines for scheduling credit courses that substitute for core academic areas will be included in the 2004-05 Correlation of Course Codes.

The column “Core Subject” represents the core academic subject area in which the teacher must meet the highly qualified requirement for the applicable substitute course.

Subject Area	Substitute Course	Core Subject
English	Applied Communications	English III or IV
Mathematics	Math for Technology II	Algebra I
Science	Agri-Science	Life Science
	Anatomy and Physiology	Science credit
	Biology for Technology	Biology
	Nutrition Science	Science credit
	Principles of Technology I	Science credit
	Principles of Technology II	Science credit or Physics if both I and II are taken
Social Studies	American Business/Legal Systems	Government
	Business Economics	Economics
	Consumer Economics	Economics
	International Business and Marketing	Economics
	Marketing	Economics
	Marketing and Management I- Principles	
	Marketing and Management II – Advanced Strategies	
	Financial Services Marketing	
	Entrepreneurship	
	Services Marketing	
	Marketing Information Management	
	Retail Operations	
	Technology in Marketing	
	Advertising and Public Relations	
	Organizational Leadership	
	Sales Management	
	Sports and Entertainment Marketing	
	Wholesale Operations	
	Exploration of Marketing and Management	
	Foundations of the Hospitality Industry	
	Travel and Tourism	
	Lodging Operations	

APPENDIX E

OVERVIEW: NCLB REQUIREMENTS FOR HIGHLY QUALIFIED TEACHERS

Highly Qualified New Teachers

The term <i>highly qualified teacher</i> applies to any public elementary or secondary school teacher who is fully licensed to teach in the state and does not have any licensure requirements waived on an emergency, temporary, or provisional basis. Teachers <u>new to the profession</u> :		
Elementary	Middle	Secondary
--at least a bachelors degree AND --pass a test that demonstrates subject knowledge & teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum	--at least a bachelors degree AND --demonstrates competency in each academic subject they teach	--at least a bachelors degree AND --demonstrates competency in each academic subject they teach
	Mechanisms for demonstrating competency in each academic subject area: --pass a test --academic major --graduate degree --coursework equivalent to undergraduate academic major --advanced certification or credential	

Highly Qualified Existing Teachers

The term <i>highly qualified teacher</i> applies to any public elementary or secondary school teacher who is fully licensed to teach in the state and does not have any licensure requirements waived on an emergency, temporary, or provisional basis. Teachers <u>not new to the profession</u> :		
Elementary	Middle	Secondary
--at least a bachelors degree AND --pass a test that demonstrates subject knowledge & teaching skills in reading, writing, mathematics, and other areas of the basic elementary school curriculum	--at least a bachelors degree AND --demonstrates competency in each academic subject they teach	--at least a bachelors degree AND --demonstrates competency in each academic subject they teach
	----- Mechanisms for demonstrating competency: --pass a test --academic major --graduate degree --coursework equivalent to undergraduate academic major --advanced certification or credential	
OR	OR	
--demonstrates competence in all academic subject areas via a highly objective uniform state standard of evaluation that: ➤ is based on both grade appropriate academic subject matter knowledge and teaching skills; ➤ is aligned with challenging State academic content and student academic achievement standards; ➤ provides objective, coherent information about the teacher’s attainment of core content knowledge in the academic subject areas being taught; ➤ is applied uniformly to all teachers in the same subject area and grade level; ➤ takes into consideration, but not based primarily on, the time the teacher has taught the academic subject; and ➤ may involve multiple, objective measures of teacher competency.		

DOCUMENTS SECTION

This section contains forms and instructions to be used for documenting highly qualified status. The following documents are included:

- **Professional Matrix and Instructions**

PROFESSIONAL MATRIX

HOUSSE OPTION FOR DETERMINING HIGHLY QUALIFIED TEACHERS

Teacher Name _____ Content Area _____ Date _____

Complete one professional matrix for each content area. Refer to State Plan for detailed description of the teacher quality requirements.

Content Indicator Code	Activity Which Demonstrates Content Knowledge Expertise	Sample Activities	Recency	Points Credit	Point Limit	Evidences	Points Accrued
1	Experience teaching in the specific content area	• Verification of teaching experience by LEA/LEAs	Within 10 yrs	5 per yr	40		
		• Content instructor at IHE (Institution of Higher Education)	Within 10 yrs	2 pts per sem hr	12		
2	Positive evaluations	• Summative evaluation consistent with scoring at/above standards of Comprehensive Assessment in the Framework for Evaluation	Within 10 yrs	10 per evaluation	20		
		• Career Ladder II • Career Ladder III	N/A N/A	5 10	5 10		
3	College coursework	• Content/subject area • Subject area pedagogy (methods) • Reading/writing for K-12 teachers in all subjects • Students with disabilities • English Language Learners • Students in poverty	N/A	2 pts per sem hr	40		
4	Honors/awards/publications	• Each content article in regional, state, or national electronic or print journal	Within 10 yrs	2 per article	10		
		• Annual educational/professional awards including school, district, regional, state, national	Within 10 yrs	2 per award	10		

Mandated by Federal *No Child Left Behind* Legislation

Content Indicator Code	Activity Which Demonstrates Content Knowledge Expertise	Sample Activities	Recency	Points Credit	Point Limit	Evidences	Points Accrued
5	Professional leadership	• Trained mentor of new teachers	Within 10 yrs	2 per yr	30		
		• Department/grade/team chair		2 per yr			
		• SIP/SACS Committee Member		1 per yr			
		• SIP/SACS Chair (in addition to membership above) or Board of Examiners Team Member		1 per year			
		• Cooperating teacher for student teachers/interns		1 per sem			
		• Curriculum/standards/assessment committees (including curriculum mapping)		2 per committee			
		• Textbook adoption committee		2 per committee			
		• Coordinator/facilitator/instructional coach		2 per year			
		• Consultant to state or national initiatives (e.g., AP, ETS, Academic Decathlon, ACT)		2 per year			
		6		Staff/professional development		• Participation in professional development	Within 10 yrs
• Presenter/facilitator of professional development pertaining to content area or addressing subgroup needs of NCLB	3 per six-hour event						
• Membership in regional, state, or national content-specific organization	1 per yr						
• Officer in content-specific organization	2 per yr						
• Attendance at conference of content-specific organization	1 per yr						
• Presentation at conference of content-specific organization	2 per yr						
TOTAL POINTS ACCRUED (At least 100 required for highly qualified status)							

Mandated by Federal *No Child Left Behind* Legislation

Professional Matrix Instructions

HOUSSE OPTION

For detailed information about the teacher quality requirements, refer to the Tennessee Plan for Implementing the Teacher and Paraprofessional Quality Provisions of the No Child Left Behind Act (NCLB) of 2001, available online at <http://tennessee.gov/education/mnclb.htm>. Teachers should read this plan prior to selecting any option to meet the federal requirements of NCLB.

The federal No Child Left Behind (NCLB) core academic subjects include: English, reading or language arts, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography. For an elementary teacher (K-6), the content area should be listed as "elementary" since NCLB requires that teacher to demonstrate their competency in the broad elementary curriculum.

The Professional Matrix enables teachers to accumulate “points” for a variety of professional activities and accomplishments related to the content area and teaching skills as a means to achieve highly qualified status. **Teachers must accumulate 100 points** on the Matrix to achieve highly qualified status.

In addition to the documentation noted below for each indicator, building-level administrators may wish to consider other appropriate documentation. Participation in professional activities (including experience) from other states or LEAs may be considered with appropriate documentation.

In addressing the 10-year recency requirement, a year is defined as July 1 to June 30. Use the current school year at the time you complete the matrix as the base and count back 10 years to July 1 of the applicable school year. Include activities that occurred between July 1 ten years ago and June 30 of the current school year. For example, if you fill out the matrix during the 2003-2004 school year, you may include activities between July 1, 1993 and June 30, 2004.

Content Indicator 1 – Experience in the specific content area

- The teaching experience must be within the specific content area and may include out of state and/or other Local Education Agency (LEA) experience.
- Institution of Higher Education (IHE) instructional experience must be within the specific content area and may include out of state experience.

Content Indicator 2 – Positive evaluations

- Teachers may utilize previous positive evaluations in accordance with the scoring standards of the Comprehensive Assessment of the Framework for Evaluation and Professional Growth. The scoring expectation is that the standard for a professionally licensed teacher has been met as defined on page 40 of the Framework. The evaluation must be on file.
- Points are applicable for the highest attained Career Ladder Level II or III only.

Content Indicator 3 – College coursework

Official transcripts (attached) should be used to evaluate college coursework in the following:

- | | |
|---|------------------------------|
| • Content/subject area | • Students with disabilities |
| • Subject area pedagogy (methods) | • English Language Learners |
| • Reading/writing for K-12 teachers in all subjects | • Students in poverty |

Content Indicator 4 – Honors/awards/publications

- An article published in multiple sources may only be counted once (provide documentation).
- Awards may be counted more than once if awarded on more than one level. Levels include school, district, regional, state and national (provide documentation).

Content Indicator 5 – Professional Leadership

- Mentoring credit is awarded only to trained mentors (attach copy of training certificate).
- Department, grade, or team chair assignment should be verified by building level administrator.
- SIP/SACS committee participation, including membership or chair, should be verified by building level administrator. Visiting SACS team membership is also acceptable. Board of Examiners' membership should be verified by building level administrator or by the State Department of Education, Office of Teacher Education and Accreditation.
- Cooperating teachers' supervision of student teachers/interns should be verified by building level administrator or Institution of Higher Education (IHE) coordinator.
- Instructional-based committee assignments (including textbook adoption, curriculum mapping, standards and assessments, Continuing Instructional Monitoring Plan (CIMP), etc.), should be verified by building level administrator and/or LEA administrator.
- Functions as a building-level coordinator, facilitator, or instructional coach should be verified by building level administrator.
- State or national consulting should be verified by the appropriate sponsoring agency.

Content Indicator 6 – Staff/professional development

- Professional development must be consistent with federal guidelines and in accordance with State Board of Education policy (www.state.tn.us/sbe). NCLB requires that professional development be ongoing and sustained. Such activities should be verified by building-level administrators.
- Presentation or facilitation of professional development is limited to a content area or pertaining to NCLB subgroups (Race/Ethnicity, Students with Disabilities, English Language Learners, and Economically Disadvantaged Students). Activity should be verified by building-level administrator.
- Membership and/or officer position is limited to content-specific organizations at the regional, state, or national level. These organizations may include Association of Supervision and Curriculum Development (ASCD), National Council of Teachers of Mathematics (NCTM), or Phi Delta Kappa (PDK), etc. It may not include sorority- or fraternity-type organizations (provide documentation).
- Conference attendance and/or presentation is limited to content-specific organizations (provide documentation).